English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: LISTENING — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• position manipulatives or realia according to oral commands such as to show spatial relations (e.g., "Put the book on the table.")	• position manipulatives or realia according to multiple oral commands such as to show spatial relations (e.g., "Put the cubes in a row across the paper.")	• follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers (e.g., "Fold the paper in half and place it on your table the long way.")	• follow verbal directions without visual or nonverbal support (e.g., "Put your name on the top line of the paper.")	• follow sequence from verbal directions without visual or nonverbal support (e.g., "Put your name on the left-hand side of the paper, then put the date on the right-hand side.")
3-5	• identify materials needed to complete tasks from realia and oral statements	• match materials or resources needed to complete tasks with their uses based on realia and oral directions	• select materials or resources needed to complete tasks based on realia and oral descriptions	• sequence use of materials or resources needed to complete tasks based on oral directions	• evaluate use of materials or resources needed to complete tasks based on oral discourse
6-8	• follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus)	• role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking)	• role play positive ways of interacting socially and culturally based on oral descriptions	• role play or identify situations of peer pressure based on oral descriptions	• role play consequences of succumbing to peer pressure based on oral scenarios
9-12	• follow instructions or requests from peers (e.g., "Meet me at my locker after 9th period.")	• follow conversations (e.g., telephone), process and respond to announcements over the intercom or by teachers	• process and respond to discourse from unfamiliar speakers (such as at assemblies or on field trips)	• process and respond to discourse from indirect sources (such as cassettes or CDs)	• evaluate the appropriateness of messages or information from a variety of sources

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

1b

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: SPEAKING — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• give and ask for permission or make requests	• share feelings and emotions, likes or dislikes	• indicate interests, opinions, or preferences	• persuade peers to join in activities or games	• negotiate solutions to problems, interpersonal misunderstandings, or disputes
3-5	• ask for assistance with a task or needed supplies	• ask or provide the meaning of words, phrases, or uses of relevant resources	• ask questions to seek information or provide opinions, preferences, or wishes	• ask for or provide clarification of information by restating ideas	• ask for or provide specific information that confirms or denies beliefs
6-8	• respond to and offer greetings, compliments, introductions, or farewells	• ask questions or exchange information with peers	• initiate or engage in conversation with peers or within a small group	• initiate and respond to idiomatic expressions or slang in conversation	• express or respond to humor or sarcasm in conversation
9-12	• state preferences for types of music, games, TV programs, or recreational activities	• describe preferred movies, magazines, stories, or authors	• recommend games, songs, books, films, poems, or computer programs and give reasons for selection	• discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles	• critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

2b

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: READING — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• respond to icons or pictures on board games or in activities	• respond to pictures with words or phrases on board games or in activities	• respond to words or phrases on board games or in activities	• follow written directions with peer or teacher assistance	• follow written directions independently
3-5	• use cues for sounding out unfamiliar words with accompanying visuals • identify words or phrases around school or the community	• use visually supported context to derive meaning and facilitate fluency • use prior knowledge to make predictions	• use punctuation for expression and fluency • confirm predictions based on prior knowledge	• use self-monitoring and self-correcting strategies to increase fluency • compare/contrast personal experiences with text	• adjust pace and expression while reading orally • evaluate validity of information based on personal experiences
6-8	• search topics of interest on the Internet or in libraries	• classify topics identified through hypermedia or multiple sources	• sort relevant from irrelevant information on topics gathered from the Internet or libraries	• arrange information on topics gathered from the Internet or libraries in logical order	• reread information on topics gathered from the Internet or libraries to confirm or summarize sequence
9-12	• preview visually supported text to glean basic facts	• connect information from visually supported text to self	• scan material to verify information or hypotheses	• skim material for relevant information	• revise thoughts and conclusions based on information from text

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

3b

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: WRITING — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• draw or orally dictate personal experiences	• draw or label personal experiences	• produce phrases or sentences about personal experiences	• maintain diaries or journals of personal experiences	• produce illustrated stories based on personal experiences
3-5	• draw, label, and differentiate between safe and harmful pictures of substances or objects around school, home, or community	• describe pictures of unsafe practices around school, home, or community (such as pedestrian safety)	• describe procedures to take in cases of emergencies at school, home, or community (such as fire or disaster drills, accidents on the playground)	• describe strategies for maintaining personal safety and health at school, home or community	• create brochures or newsletters that outline safety or health rules with examples for the classroom, school, home, or community
6-8	• respond to requests, invitations, "to do" lists through pictures and words	• respond to and initiate e-mails, messages, postcards, or notes to friends	• respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes	• respond to and initiate raps, songs, poetry, or prose	• respond to and initiate humor or language that contains multiple meanings
9-12	• jot down key points about language learning (such as use of capital letters for days of week and months of year)	• test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries)	• reflect on use of newly acquired language or language patterns (such as through self-assessment checklists)	• edit, revise, or rephrase written language based on feedback	• expand and elaborate written language as directed

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: LISTENING — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• follow along in role play activities described orally	• role play familiar, everyday activities described orally	• role play characters seen in plays, TV shows, or videos	• reenact scenes seen in plays, TV shows, or videos	• reenact, role play, or dramatize grade level stories that are read or seen
3-5	• respond to teachers' reading of picture books by pointing to letter combinations, words, parts of books, or illustrations	• respond to teachers' reading of illustrated stories or trade books by following directions (such as creating word families or word walls)	• respond to or interact with teachers and/or peers during shared reading to show comprehension (such as giving thumbs-up/thumbs-down signals)	• respond to or interact with teachers and/or peers during guided reading to show use of reading strategies	• respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles to show self-reflection
6-8	• match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets)	• follow oral directions associated with learning strategies represented visually (such as use of multiple-choice format)	• follow oral directions in using learning strategies (such as "Answer easy questions first on tests.")	• practice identifying and using learning strategies associated with oral discourse	• use multiple learning strategies associated with grade level oral discourse
9-12	• process information from speakers who use visual or graphic support (such as meteorologists)	• match information from TV, films, video, or DVDs to titles of segments	• form general ideas based on information from familiar speakers or media	• identify summaries of information from radio, cassettes, CDs, or multimedia	• integrate information from oral documentaries and other sources on unfamiliar topics

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

5b

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: SPEAKING — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes)	• interact in small group or paired activities	• converse about classroom and social activities	• describe and share personal experiences and school-related activities	• participate in and contribute to academic classroom discussions
3-5	• describe self with words and gestures (such as features, clothing, or likes and dislikes)	• compare self with other familiar persons (such as friends, family members, or movie stars)	• compare self with characters in literary works	• compare self with motives or points of view of characters in literary works	• explain differences between self-motives or points of view and those of characters in literary works
6-8	• answer WH-questions regarding visually supported information on ads, cartoons, signs, or posters	• restate or paraphrase visually supported information from newspapers, magazines, or brochures	• present reviews from newspapers/magazines (such as cartoons or advice columns)	• present reviews of trade books or short stories	• give oral book summaries or reviews including critiques and self-assessment
9-12	• state facts about personal interests or those of friends or members of your family	• do task analyses of familiar processes (such as recipes [how to make X] and games [how to play X])	• give narrative speeches on personal topics of interest	• give persuasive speeches on school-related topics	• engage in debates on school-related topics or issues

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: READING — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• follow directionality of print • sequence a series of pictures to tell stories	• match voice to print by pointing to words • match a series of pictures that tell stories with sequence words (such as first, then, last)	• cross-check pictures and phonics clues • select titles to match a series of pictures	• use phonics clues to sound out words • sequence sentences to tell stories	• predict what word or phrase comes next based on grade level text • sequence short paragraphs to tell stories
3-5	• follow repetitive word patterns from leveled, illustrated books	• follow language patterns from predictable, illustrated trade books (such as repetitive phrases)	• identify language patterns and story structure from illustrated fiction (such as fairytales, legends, or tall tales)	• identify language patterns from different forms of prose or poetry	• identify and select language patterns associated with various genres from grade level **language arts** materials
6-8	• identify words or phrases supported by illustrations associated with various genres	• match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse)	• predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece)	• match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads)	• infer types of genres associated with written descriptions or summaries from grade level **language arts** text
9-12	• identify facts from pictures and sentences	• use graphic organizers to compare/contrast information between texts	• compare/contrast information between and among texts using graphic organizers	• critique information from various sources, including the Internet	• evaluate validity of information from various sources, including the Internet

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

7b

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS

Domain: WRITING — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• produce icons, letters, or pictures (for wall charts or displays)	• produce symbols and words (for wall charts or displays)	• produce word patterns and pictures (for wall charts or displays)	• produce and organize word patterns and phrases (for wall charts or displays)	• produce and organize word patterns, phrases, or sentences (for wall charts or displays)
3-5	• produce word lists for personal reasons from pictures (such as chores or shopping)	• use models to create phrases as personal reminders (such as homework assignments)	• edit own writing based on teacher feedback	• edit and revise own writing based on class or peer reviews	• edit and revise own writing (using word processing) to produce final drafts
6-8	• use bilingual or picture dictionaries to generate language relevant to the task • use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs)	• use computers, peers, or models to check spelling or grammar • use graphic organizers to plan writing (such as T charts)	• engage in peer editing using checklists during process writing • select and use graphic organizers to present ideas for writing (such as venn diagrams)	• use thesauruses, dictionaries, or checklists for self-editing during process writing • use graphic organizers to reflect on writing (such as KWL charts)	• use rubrics to self-assess process writing • evaluate self or peer writing by comparing information on graphic organizers to that in pieces
9-12	• jot down key words or symbols from visuals pertaining to discussions	• list key phrases or sentences from discussions	• take notes and produce sentence outlines from discussions and lectures	• produce outlines and summary paragraphs from lecture notes	• produce essays based on notes from lectures

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: LISTENING — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• use manipulatives or realia to illustrate oral **math** statements	• use manipulatives or draw pictures to illustrate **math** operations from oral directions	• use manipulatives, draw pictures, or make tallies to illustrate oral **math** stories	• use manipulatives or bar graphs to compare oral information (e.g., "There are more girls here today than boys.")	• complete or produce graphs (such as histograms) to show comparisons given orally (e.g., "Most children are wearing red, some are wearing blue, and one child is wearing green.")
3-5	• estimate prices (using visually supported newspaper ads) from oral questions (e.g., "Which one costs about $1000?")	• compare prices (using visually supported newspaper ads) from oral questions (e.g., "Which one costs more, X or X?")	• narrow the range of prices (using newspaper ads) from oral questions (e.g., "Which one costs under $1000?")	• make relative comparisons (using newspaper ads) from oral questions (e.g., "Which one is most expensive?")	• make conditional purchases (using newspaper ads) from oral questions (e.g., "If you had $1000, which items would you buy?")
6-8	• identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another)	• depict graphically examples of measures of central tendency based on oral directions	• select appropriate measures of central tendency based on visual and oral descriptions of real-life situations	• make predictions about estimates based on measures of central tendency from oral scenarios	• make inferences about uses of measures of central tendency from oral scenarios of grade level materials
9-12	• identify properties of quadrilaterals based on visual representations and oral descriptions	• visualize, draw, or construct geometric figures described orally	• compare two and three dimensional figures (including circles and spheres) based on oral descriptions	• locate intersections of geometric figures described orally (such as points, lines, or planes)	• follow oral directions from grade level material to transform figures (such as rotations, reflections or enlargements)

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

9b

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: SPEAKING — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• give identifying information that involves numbers (such as age, address, or telephone number)	• give examples of things with numbers (such as room #s, bus #s, or calendars)	• give examples of how or when you use numbers outside of school	• tell how to play games that involves numbers (such as sports, board games, or hopscotch)	• tell a story that involves numbers from oral scenarios
3-5	• repeat new information about **math** processes involving computation with use of manipulatives or realia (e.g., "Here are 3 groups of 4.")	• rephrase new information about **math** processes involving computation with use of visual support	• relate new information about **math** processes involving computation to previous experiences	• explain or discuss uses of information about **math** processes involving computation	• integrate or synthesize information about **math** processes involving computation to create own problems
6-8	• define real-life objects or figures in terms of measurement using words and gestures (such as height or weight)	• identify measurement tools (from pictures and objects) and state uses (e.g., "You use a scale to weigh things.")	• describe situations where measurement is needed (such as at the clinic or marketplace)	• explain how to use measurement in real life situations (such as construction, architecture, or cartography)	• explain how to convert measurement (standard or metric) in real life situations (such as in recipes or temperatures)
9-12	• identify steps in problem solving using realia or visual support	• sequence steps in problem solving using technology or visual support (such as calculators)	• sequence steps in problem solving relying on mental **math** or think-alouds	• describe two or more approaches to solving the same **math** problems	• describe and give examples of strategies for solving grade level **math** problems

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

10b

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: READING — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• sort real-life objects by size or weight using pictures and descriptive words (such as big, little)	• sort real-life objects by size or weight using non-standard measurement and comparative language (such as smaller, longer, lighter)	• match real-life pictures/ words with standard, metric, or non-standard measurement tools (such as use of paperclips, hands, rulers, or yardsticks)	• estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., "About how many...")	• decide appropriate standard, metric, or non-standard measurement tools based on grade level text for everyday situations
3-5	• recreate drawings from models and written directions (e.g., "Make a car like this.")	• construct or recognize scale drawings from models and written directions	• construct scale drawings from everyday experiences based on written sets of directions	• build models based on pictures and written sets of directions (such as geoboards)	• build models based on pictures and written instructions (such as 3D puzzles)
6-8	• compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use)	• follow listed instructions that involve hands-on **math** (such as games or recipes from cookbooks or the Internet)	• follow instructions that involve hands-on **math** (such as from sewing kits or alarm clocks)	• follow instructions to determine when and how to apply percent in real life situations (such as sales or food tax, interest rates, or tips)	• follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation)
9-12	• organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports)	• collect and organize graphically displayed data from newspapers or magazines (such as stock market trends)	• collect, organize, and display data in charts, tables, or graphs	• collect, organize, display, and interpret data	• collect, organize, display, and interpret data; generalize and apply findings to other data sets

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS**

Domain: WRITING — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• make collages or pictures of numbers and quantities (from newspapers or magazines)	• dictate, draw, or make notes of examples of everyday **math**	• keep an illustrated log or journal of examples of everyday **math**	• describe uses of everyday **math** with illustrated examples	• explain how you use everyday **math** (such as when shopping or cooking)
3-5	• show what's needed to problem solve through drawings and labels	• show process of problem solving through drawings and sequential language (e.g., "First…. Second…")	• give step-by-step process of how to problem solve and check work	• describe strategies to use in the process of **math** problem solving (such as mental math or use of calculators)	• analyze and evaluate strategies to use in the process of **math** problem solving
6-8	• record and label outcomes of events involving chance (such as coin flips or rolling cubes)	• estimate probability with words or illustrations from a sample of observed outcomes	• estimate probability with sentences and illustrations from a sample of observed outcomes and describe results	• describe combinations possible based on probability	• explain and justify which combinations are most likely based on probability
9-12	• produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., "This shows rain in summer.")	• make generalizations related to data presented in graphs, tables, or charts depicting practical situations (e.g., "It rains more in June than July.")	• summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines)	• draw conclusions related to data from graphs, tables, or charts from everyday sources	• provide a rationale and explain use of data presented in graphs, tables, or charts

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: LISTENING — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• explore movement of real-life objects by following commands (e.g., "Roll the ball.")	• follow movement of real-life objects by following multiple step directions (e.g. "The car goes backwards then forwards.")	• compare movement of objects based on oral statements by pointing to pictures or objects (e.g., "Which goes fastest, bikes, buses, or airplanes?")	• predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., "Show what happens when you let go of balloons.")	• interpret the effects of force on motion by pointing or demonstration based on oral descriptions
3-5	• differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions	• select/draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions	• compare choices for meals or lifestyles by following oral directions (e.g., "Choose the healthier food for dinner: banana bread or carrots.")	• categorize choices for meals or lifestyles and chart following oral directions	• evaluate choices for meals or lifestyles by following oral descriptions
6-8	• match oral statements of **scientific** facts with illustrations (e.g., "White is made up of all colors.")	• create **scientific** models based on illustrations and oral directions (e.g., "Show how light or sound travels;" "Show how the earth goes around the sun.")	• classify examples of properties (of light, sound, stars or planets) based on illustrations and oral directions	• apply oral descriptions of properties (of light, sound, stars or planets) to everyday life	• seek explanations of the properties (of light, sound, stars or planets) through oral scenarios
9-12	• collect and prepare real-life materials needed for **scientific** experiments based on oral directions	• replicate **scientific** experiments using real-life materials based on oral directions	• build different hypotheses based on oral descriptions of **science** issues	• match different oral explanations of the results with evidence of the findings	• conduct **scientific** inquiry using multimedia resources that include oral input

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

13b

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: SPEAKING — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• associate body parts with senses and physical actions	• give examples of how or when you use your senses or other body parts	• describe a series of activities that involve using your senses or other body parts	• explain why senses or other body parts are useful	• predict what you would do if one of your senses or other body parts was injured
3-5	• make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks)	• describe natural phenomena from real-life examples (e.g., "This leaf has five points.")	• describe the step-by-step process of making and organizing collections of natural phenomena (e.g., "First, I went to the park.")	• compare features of natural phenomena (e.g., "This leaf has five points while this one has two.")	• report on the physical relationships among natural phenomena
6-8	• chart change over time and offer information from charts or graphs (such as phases of the moon, temperatures, daylight hours)	• describe differences over time based on information from charts or graphs	• compare differences based on information from charts or graphs	• summarize and present information from charts or graphs related to change	• explain patterns of change over time based on evidence from charts or graphs
9-12	• create and present collages or depictions of **scientific** issues	• brainstorm ideas based on illustrations of **scientific** issues that affect everyday life (e.g., "What are some examples of pollution?")	• describe ways in which **scientific** issues can be resolved (e.g., "How can we reduce pollution?")	• discuss pros and cons of **scientific** issues using graphic organizers	• engage in debates on **scientific** issues (such as genetic engineering, nuclear energy)

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: READING — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• make posters from magazine pictures labeled with different forms of water or other natural resources	• search for words in big books or trade books associated with water or other natural resources (such as rain, ice, hot)	• distinguish activities that use water or other natural resources from those that don't, based on written phrases and pictures (such as "brush hair" or "take a bath")	• classify activities that you do *with* water or other natural resources from those you do *in* water (such as brush teeth or go swimming)	• sequence sentences to show how to do activities that involve water or other natural resources (such as cooking rice)
3-5	• collect, sort, and recycle materials or use other energy sources based on labels and realia	• find ways to conserve water and energy from pictures and written text (e.g., "Stop leaving lights on." "Stop leaving the shower on.")	• sequence descriptive sentences and pictures to illustrate the recycling process or other forms of conservation	• find solutions to environmental problems presented in texts	• compile a class portfolio of agencies and organizations that deal with conservation from grade level reading material
6-8	• chart time and places of natural disasters (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) based on headlines and pictures	• respond to WH-questions regarding natural disasters based on graphic organizers and pictures	• identify characteristics and conditions related to natural disasters based on text and pictures	• compare natural disasters using multiple written sources, including the Internet and graphic organizers	• interpret impact of natural disasters on people and places from grade level text
9-12	• match pictures of **scientific** equipment with their uses (such as telescope-see stars)	• match pictures of **scientific** equipment with descriptions of kinds of scientists (e.g., "Biologists use this tool to see cells.")	• identify **scientific** equipment needed for **scientific** investigations (e.g., "You are examining the migratory patterns of birds. Which scientific tools will help you?")	• identify **scientific** equipment associated with descriptions of **scientific** investigations	• evaluate relative use of **scientific** equipment based on readings from **scientific** investigations (e.g., "Which works best to predict weather patterns and why?")

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

15b

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE

Domain: WRITING — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• collect, identify, label (and make collages of) objects made of different materials and textures (such as paper, cotton, or wool)	• match objects or pictures of different materials or textures with their sources (such as rubber with trees)	• describe objects made of different materials or textures from pictures or realia (e.g., "Silk is shiny and smooth.")	• produce a sequence of the process for making different natural and synthetic materials	• evaluate the usefulness of different produced goods from natural and synthetic materials
3-5	• draw pictures and label **scientific** phenomena based on observations (such as life cycles)	• draw pictures and note observations of **scientific** phenomena	• describe observations, with visuals, of **scientific** phenomena (in learning logs)	• maintain **scientific** journals based on observations	• maintain **scientific** journals with explanations of observations
6-8	• make posters or label diagrams related to scientific questions (such as force or motion)	• make posters or label diagrams following the **scientific** method	• create **science** exhibits with statements for each step of the **scientific** method	• create science exhibits with descriptions of each step of the **scientific** method	• create **science** exhibits with explanations of each step of the **scientific** method
9-12	• use drawings, words, and phrases to answer WH-questions on lab reports based on experiments	• use phrases, sentences, and diagrams to answer questions on lab reports based on experiments	• complete lab reports following step-by-step procedures based on experiments	• produce lab reports from outlines or learning logs based on **science** experiments	• produce narrative lab reports based on grade level **science** experiments

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.**

Domain: LISTENING — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings)	• identify buildings in neighborhoods from pictures (e.g., "Firefighters work here.")	• locate places in neighborhoods from maps (e.g., "The house is next to the park.")	• find locations using maps of neighborhoods (e.g., "The school is at the corner of First and Oak.")	• construct maps or reproductions of neighborhoods based on field trips or oral directions
3-5	• identify prehistoric animals or tools from pictures and oral statements (e.g., "This animal looked like a horse.")	• identify prehistoric animals or tools from pictures and oral descriptions (e.g., "This animal was taller than a 5 story building.")	• match pictures of prehistoric animals or tools and their environments with oral scenarios	• re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies	• interpret the work of paleontologists and anthropologists through oral readings, videos, or movies
6-8	• locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands	• select appropriate maps to identify regions, countries, or land forms from oral statements	• select appropriate maps based on oral information about regions, countries, land forms, or highways	• compare and contrast different types of maps from oral descriptions	• evaluate the usefulness of different types of maps for different purposes from oral descriptions
9-12	• identify distribution of natural resources around the world from maps or graphs and oral statements	• indicate availability of natural resources from oral statements by constructing graphs or maps	• compare availability of natural resources of two or more countries from maps or graphs and oral statements	• analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions	• interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.**

Domain: SPEAKING — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• participate in brainstorm of classroom or school rules based on models	• state classroom or school rules based on models	• provide suggestions for classroom or school rules based on pictures, lists, models, and experiences	• discuss the importance of classroom or school rules	• explain consequences of breaking classroom or school rules
3-5	• locate and show places on maps by pointing (e.g., "Here is Delaware.")	• describe locations of places on maps (e.g., "Wisconsin is between Minnesota and Michigan.")	• share locations of places on maps with partners (such as two-way tasks where each student has a map with half of the locations indicated)	• give directions from place to place on maps using sequential language (e.g., "First, next, finally.")	• give explanations for places on maps (e.g., "I know it's the capital because there is a star.")
6-8	• identify historical, governmental, or social figures or events from photographs and illustrations	• describe historical, governmental, or social figures or events from photographs, illustrations and video	• role play scenes from historical events or the lives of governmental or social figures from photographs, illustrations, video, and readings	• re-enact historical events or the lives of governmental or social figures based on multi-media	• participate in plays or give monologues of historical events or people
9-12	• state current events (in the news) supported visually	• restate or orally sketch current or past events supported visually	• discuss current or past events or situations and their personal impact	• analyze current or past events, situations, or issues	• critique current or past events, situations, issues, or policies giving pros and cons

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: READING — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• distinguish among colors associated with seasons from pictures (such as by making collages or murals with pictures and color words)	• find weather related words and pictures associated with seasons (such as in illustrated trade books)	• categorize characteristics of different seasons (such as from open sorts of phrases and pictures)	• compare characteristics and activities associated with different seasons (e.g., "It's colder in winter.")	• draw pictures of seasons described in grade level text or match seasons with written descriptions
3-5	• trace immigration or migration routes on globes or maps	• compare immigration or migration routes based on globes or maps (e.g., "Asia is farther from the U.S. than Mexico.")	• organize information about students' home cultures or immigration patterns through investigation (using graphic support)	• compare information about students' home cultures and the U.S. through investigation (on the Internet or in newspapers, libraries)	• identify reasons and explanations for immigration or migration based on grade level multicultural stories
6-8	• chart trends based on statements with graphic support (such as changes in crop production or population shifts over a five-year period)	• compare data based on same year information from text and charts (e.g., "Which state has the most people today?")	• compare data from year-to-year based on information from text and charts (e.g., "Which crop is produced less today than 5 years ago?")	• predict data for upcoming years based on information from text and charts (e.g., "If this trend continues, which state will have the most people in 5 years?")	• interpret data from year-to-year based on information from grade level text and charts (e.g., "Why do you think X crop has increased over the past 5 years?")
9-12	• locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet	• locate visually supported information in newspaper articles, magazines, or on the Internet	• process information in newspaper and magazine articles or on the Internet	• compare and contrast information from various news sources	• evaluate authenticity or bias in information from various news sources

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

19b

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES**

Domain: WRITING — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• draw, select, or label pictures of animals or plants (such as at the zoo or on a farm)	• match pictures of animals or plants and their habitats or characteristics (e.g., "Birds live in nests.")	• describe features of animals or plants from visual prompts (e.g., "Dogs bark. Birds fly.")	• describe favorite animals or plants and defend your choice	• maintain logs about caring for classroom animals, personal pets, or plants
3-5	• reproduce historical highlights from timelines or visually supported newspaper headlines	• produce entries for historical journals from timelines or visually supported newspaper headlines	• maintain historical journals in chronological order based on timelines or newspaper headlines	• produce reports from historical journals (using technology)	• produce historical documentaries from multiple sources (using technology)
6-8	• use graphic organizers to produce features of historical periods	• use graphic organizers to compare features of historical periods	• use graphic organizers to produce descriptions of historical periods	• use graphic organizers to produce contrastive summaries of historical periods	• use graphic organizers to produce historical essays
9-12	• label results of visually supported surveys related to **social studies** using yes/no questions (in small groups)	• plot and describe results of surveys related to **social studies** using WH-questions (in small groups)	• develop and administer surveys related to **social studies** using WH-questions and analyze results (in small groups)	• develop, analyze, plot results of surveys related to **social studies**, and summarize responses to interview questions (in small groups)	• develop, analyze, and plot results of surveys related to **social studies**, summarize, and explain results (in small groups)

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT